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ABSTRACT

This publication contains an annotated list of teaching materials for use in English-as-a-second language (ESL) classes at the secondary school level. The items are classified under the following categories: (1) basic texts; (2) audiovisual aids; (3) supplementary skills development--general, oral, writing, and grammar practice; and (4) reading texts for beginning, intermediate, and advanced students. Annotations include organization of the book, its content, unusual features, suggested use, and ability level. (RL)

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TEXTBOOKS FOR ENGLISH AS A SECOND LANGUAGE

An Annotated Bibliography

by
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U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
OFFICE OF EDUCATION

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ACKNOWLEDGMENT

This annotated bibliography was prepared by Mrs. PAULINE ROWE during her assignment as the curriculum consultant who co-ordinated the work of the textbook committee which selected the books listed. The Instructional Planning Branch expresses appreciation for this bibliography, which should be of great value to teachers of English as a Second Language and of English for Foreign Students.

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TO THE TEACHER

This publication contains an annotated list of textbooks authorized for use in ESL classes at the secondary level. Classifications of books have been made in accordance with the recommendation of the Textbook Study Committee. Within each group, the books are listed alphabetically by author.

Basic and Supplementary

Basic Textbooks means books which cover the fundamentals of the language sufficiently to carry the major burden of the course from beginning through advanced levels. Presumably the teacher will issue these books as the classroom textbooks for the semester, according to the level of the class. Supplementary Books means "in addition to the basic textbook." These books may be used for brief periods of time to provide additional skills practice, or for enrichment, or for reinforcement. At times they may be issued for homework assignments.

Readers

Readers have been selected with considerable differentiation for the first two levels. For the advanced levels, they have been broadly grouped together to allow for the variables in student ability, performance, and interest and to allow teacher freedom of judgment. The possible level for use has been indicated in the annotations in two ways: (1) by suggesting the level of use and (2) by giving the vocabulary word count whenever a count is stated in the book itself.

Annotations

Annotations include information concerning the organization of the book, its content, unusual features, suggested use, and ability level. This information is provided to assist the teacher in selecting the most appropriate textbooks for specific course needs and for students of varying abilities.

BASIC TEXTBOOKS

English Language Services, Inc. ENGLISH THIS WAY, BOOKS 1-12. New York: Macmillan. (Revised editions, Books 1, 2, 5, 6), 1964. (Books 3, 4), 1963. (Books 7-9, 11), 1964. (Books 10, 12), 1965.

FOR JUNIOR AND SENIOR HIGH SCHOOL
This set of twelve books constitutes an integrated, sequenced series for learning the fundamental language skills from beginning through advanced. Books 1-6 emphasize spoken languge; Books 7-8, grammar review; and Books 9-12, reading and writing.

Dialogues dealing with realistic ordinary situations provide vocabulary and idioms suitable for secondary-level students. Accompanying the dialogues are pictures of teen-age characters with whom the students can relate. Reading selections of increasing difficulty provide interesting and informative material. All units are followed by exercises for developing language skills. The approach is inductive.

This set of books is grouped into two sections, Books 1-6 and Books 7-12. A separate Teacher's Manual and Key accompanies each section.

Finocchiaro, Mary. LEARNING TO USE ENGLISH, BOOK 1 and BOOK 2. New York: Regents, (Book 1), 1966. (Book 2), 1968.

FOR JUNIOR HIGH SCHOOL
These two books include material for beginning and intermediate levels of English language learning. All units are introduced by well-illustrated dialogues with natural, practical vocabulary for daily conversation. The situations involve teen-age characters in ordinary activities and associations. Each unit contains ample languge-skills development exercises, introduced inductively. Games and other activities are included. The appendices contain charts of sentence patterns, transformations, tenses, and words and expressions used in the books. These books provide the foundation preparatory to the advanced level.

A Teacher's Manual is available.

*Wright, Audrey L., and McGillivray, James H. LET'S LEARN ENGLISH, BOOK 1. New York: American Book Company, 1966.

*Wright, Audrey L., and McGillivray, James H. LET'S LEARN ENGLISH, BOOK 2. New York: American Book Company, 1966.

Wright, Audrey L., and Barrett, Ralph P. LET'S LEARN ENGLISH, BOOK 3. New York: American Book Company, 1966.

Wright, Audrey L., and Van Syoc, W. Bruce. LET'S LEARN ENGLISH, BOOK 4, New York: American Book Company. 1967.

FOR SENIOR HIGH SCHOOL ONLY
Organized broadly on linguistic concepts, these books emphasize phonology, sentence structure, stress, rhythm, and intonation of the spoken language.

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*See page 7 for Audio-Visual Aids.

BASIC TEXTBOOKS contd.

In Book 1, the audio-lingual approach is clearly presented and supported by the International Phonetic Alphabet, by sentence intonation lines, and by an appended section of "American Speech Pronunciation." This section contains diagrams of position and movement of organs of speech in the correct articulation of speech sounds.

Model kernel sentence patterns and transformations are presented. Exercises on sentence word-order reinforce this significant characteristic of the English language system. Dialogues and reading selections, with illustrations, relate to student's everyday life in the home, in the classroom, and in the school.

American customs continue to be revealed in lessons about community institutions and services. Some reading selections contain information on recent industrial development. Varied exercises, uniformally presented with each lesson, gradually introduce more difficult vocabulary and grammar structures, leading to practice in complex structures in reading and writing.

Teacher's guides for Let's Learn English are available. There are two forms for Books 1 and 2. One is a small separate pamphlet like booklet; the other is a compilation, under one cover, of the texts of Let's Learn English, Books 1 and 2 and the Teacher's Guide to Let's Learn English, Books 1 and 2. The contents are exactly the same as that in the books of the same name, which are bound separately. The choice between the Guide Books is solely a matter of teacher's preference. Teachers Editions for Let's Learn English, Book 3 and Book 4 (separate books) have the guide and text bound under one cover.

AUDIO - VISUAL AIDS

Wright, Audrey L., and McGillivray, James H. LET'S LEARN ENGLISH, BOOK 1, CONVERSATION PRACTICE: TW1 - A. New York: American Book Company

Wright, Audrey L., and McGillivray, James H. LET'S LEARN ENGLISH, BOOK 2, CONVERSATION PRACTICE: TW2 - A. New York: American Book Company

The tapes record verbatim the material presented in Book One (TW1 - A) and in Book Two (TW2 - A). The voices on these tapes provide clear models in pronunciation, intonation, and English language rhythm. A male voice gives one part of the exercise; a female voice gives the response or other part of the exercise, making the exercise distinct and easy to follow. Each exercise is produced twice, the first time for listening; the second time, with a pause, allows time for a student to repeat the model or respond to the exercise.

Orders are limited to one set of tapes per high school, to be obtained through the Audio-Visual Section.

Wright, Audrey L., and McGillivray, James H. LET'S LEARN ENGLISH CHARTS. New York: American Book Company.

These charts present enlarged pictures taken from the Let's Learn English text itself. The 36 black and white charts are each 17" x 23". The charts are in a hard-back, self supporting, portable binder.

SUPPLEMENTARY SKILLS DEVELOPMENT

General

Alesi, Gladys E., and Pantell, Dora F. FIRST BOOK IN AMERICAN ENGLISH. New York: Oxford Book Company, 1962.

FOR JUNIOR HIGH SCHOOL
The well-planned organization of this book is based on the concept of presentation, development, exploitation, and review. The five lessons in each unit provide vocabulary in dialogues, and exercises in reading, writing, and pronunciation.

The dialogues, with illustrations, introduce members of a family going about ordinary, daily activities of eating, working, attending school, and telephoning. The vocabulary about activities in the home is a basis for expanding vocabulary on the same subject outside the home. One unit leads logically and easily into another. Many American cultural habits are incidentally revealed through the dialogues and the readings.

Alesi, Gladys E., and Pantell, Dora F. SECOND BOOK IN AMERICAN ENGLISH. New York : Oxford Book Company, 1964.

FOR JUNIOR HIGH SCHOOL
The Second Book of this set, although it follows somewhat the same format as the First Book, lacks sufficient exercises on sentence patterns and writing. The subject matter is adult oriented; however, information on customs, institutions, and community services is useful information for secondary level students.

These two books provide an alternate Beginning and Intermediate level set, considered good for those students who need to repeat those levels or need to reinforce and strengthen their control of basic English.

Benardo, Leo U., and Pantell, Dora F. ENGLISH: YOUR NEW LANGUAGE, BOOK 1 and BOOK 2. Morristown, N.J.: Silver Burdett, 1966.

FOR JUNIOR HIGH SCHOOL
Dialogues using functional vocabulary in ordinary family and neighborhood situations introduce each unit. Excellent illustrations accompany the dialogues. Reading and writing exercises, repetition, and transformational drills are included in each unit. A supplementary section supplies additional pictures for vocabulary expansion and conversation practice. Book 2 has additional dialogues presented in two versions with slightly varying vocabulary.

These two books fall short of being a complete basic set; yet, they are useful for alternate Beginning and Intermediate level classes of students who need to repeat those levels.

Teacher's Editions are available.

GENERAL SUPPLEMENTARY contd.

Dixson, Robert J. MODERN AMERICAN ENGLISH, BOOK ONE.
MODERN AMERICAN ENGLISH, BOOK TWO.
MODERN AMERICAN ENGLISH, BOOK THREE.
MODERN AMERICAN ENGLISH, BOOK FOUR. New York: Regents, 1962.

FOR JUNIOR AND SENIOR HIGH SCHOOL
Designed for use in secondary education, this series of four books progresses slowly from controlled vocabulary and structures to relaxed control in exercises based on short stories in Book Four. The audio-lingual approach is obvious from the illustrated dialogues in Books One and Two. Adequate exercises in conversation, structure patterns, pronunciation, phrasing, and intonation follow each lesson. Very brief grammar rules are given; however, the lessons are so clearly presented that the approach may be inductive, if preferred. No teacher's guide accompanies these books, but Practical Guide to the Teaching of English may be obtained free by writing to the publisher.

Mitchell, Elizabeth Gillilan. BEGINNING AMERICAN ENGLISH. (Second edition). Englewood Cliffs, N.J.: Prentice-Hall, 1965.

FOR JUNIOR AND SENIOR HIGH SCHOOL
Continuity and development in language usage in this book proceed from a focus on the ordinary activities of several families in a small town. Their activities in the home, in the neighborhood, and in stores, hospital, theater, and post office provide adequate basic vocabulary and sentence structures.

The book is well illustrated; a special feature is a map of the town with streets and buildings identified. Frames of word order and tenses provide helpful teaching devices. The units are organized uniformally, following the pattern of dialogue, question-answer, vocabulary, pronunciation, sentence structure, point of grammar, and review. A pronunciation key, using dictionary diacritical marks, and a key to exercises are included. The introduction carries a brief teacher's guide. This supplementary book is useful for students who need to repeat this level or need additional practice.

Oral Practice

Clarey, Elizabeth M., and Dixson, Robert J. PRONUNCIATION EXERCISES IN ENGLISH. New York: Regents, 1963.

FOR JUNIOR AND SENIOR HIGH SCHOOL
This book affords a simple, effective way to teach a fundamental component of language learning. Each lesson concentrates on one sound. A concise explanation of its physical production is given. The sound is then practiced in individual words; contrasted in minimal pairs; given in phrases, in sentences, and finally in a review paragraph in which the sound under practice appears frequently in a larger context. Additional features of the book include a section on diphthongs, vowels in combination, and rules of accents. This book can be used at any level at which difficulty in pronunciation is encountered.

ORAL PRACTICE contd.

Dixson, Robert J. ESSENTIAL IDIOMS IN ENGLISH. New York: Regents, 1963.

FOR JUNIOR AND SENIOR HIGH SCHOOL
Several hundred frequently used idioms are separated arbitrarily into categories of elementary (those needed early in language learning), intermediate, and advanced. Each idiom is defined and used in two sentences which illustrate its use. Drills and exercises to insure retention are provided at the end of each lesson. Illustrations accompany lessons to help disclose meaning. This book constitutes a systematic plan for learning expressions essential to language mastery. It can be a helpful resource book if used for short periods of time, spaced throughout the language course. The classifications need not be followed as they are arranged in the book; they can be selected to reinforce usage wherever the idiom appears in the regular lessons.

Franklin, Meikle, and Strain. VOCABULARY IN CONTEXT. Ann Arbor: The University of Michigan Press, 1964.

FOR JUNIOR AND SENIOR HIGH SCHOOL
This highly concentrated course provides an intensive course in English pronunciation, sentence patterns, and pattern practice inductively presented. It begins with points of structure and works toward situations in dialogues. The lessons follow a systematic progression, covering essential grammatical structures. Lessons treat such subjects as college, geography, and government. Suggestions for homework are given at the end of each ten lessons. The format is somewhat crowded, and few illustrations accompany the lessons. Because this book is so compressed, it serves best as a rapid intensive review for advanced students.

Kane, John, and Kirkland, Mary. CONTEMPORARY SPOKEN ENGLISH I.
CONTEMPORARY SPOKEN ENGLISH II.
CONTEMPORARY SPOKEN ENGLISH III.
CONTEMPORARY SPOKEN ENGLISH IV.
CONTEMPORARY SPOKEN ENGLISH V.
New York: Thomas Y. Crowell Company, (I-IV), 1967. (V), 1968.

FOR JUNIOR AND SENIOR HIGH SCHOOL
These audio-lingual practice books contain some dialogues, some reading exercises, and a very wide variety of drills. The themes are selected from common areas such as food, shelter, transportation, services, and money. Vocabulary in Books I and II is limited to high frequency words. The lexical load and complexity of syntactical structures increase progressively through the set of books. Books I and II require little more than repetition and mimicry. Books III and IV necessitate somewhat more student attention and selectivity in responses. Dialogues and short reading exercises begin to test comprehension. Book V contains the added spoken language-features of rhythm and intonation practice. Some illustrations afford relief from the plethora of exercises. The teacher can be selective in kind and number of exercises needed.

Richards, I.A., and Gibson, Christine. ENGLISH THROUGH PICTURES, BOOK 1.
New York: Washington Square Press, 1946.

FOR JUNIOR AND SENIOR HIGH SCHOOL
Stick figure drawings in this small book are accompanied by a five-hundred-word vocabulary. Language structures are added a few at a time, gradually

ORAL PRACTICE contd.

increasing in complexity. Comprehension-check questions (with answer key following) are provided after each fifty pages of practice work. Lists of tenses and words used appear at the back of the book.

This inductive-approach, beginning-level book can be used for reinforcement of patterns. Students can dramatize many of the situations pictures.

A First Workbook and A Second Workbook to accompany English Through Pictures, Book 1 is available.

Writing Practice

Breckenridge, Robert G. (NCTE), ENGLISH FOR TODAY: WORKBOOKS, ONE AND TWO. New York: McGraw-Hill, 1967.

FOR JUNIOR AND SENIOR HIGH SCHOOL
The vocabulary of ordinary life found in these Workbooks makes them suitable for use with any basic textbooks. They do not form a sequence, and may be used separately. Their purpose is to provide supplementary writing practice of sentence patterns, statements, transformations, and fill-in exercises. All lessons are neatly arranged, with well-spaced lines for written work. Instructions are clear and simple. A few illustrations help comprehension or serve as sources for the sentences. Beginning and ESL 1 students can use these Workbooks for class work or homework.

Hall, Eugene J. BUILDING ENGLISH SENTENCES WITH BE.
BUILDING ENGLISH SENTENCES WITH ONE VERB.
BUILDING ENGLISH SENTENCES WITH TWO VERBS.
BUILDING ENGLISH SENTENCES WITH VERBALS. New York: Regents, 196

FOR JUNIOR AND SENIOR HIGH SCHOOL
This system of analysis and synthesis concentrates on the verb as the key word in English sentences. In the book, Building English Sentences With Be, the concentration is on the transformation of the three primary kernel sentences - BE followed by a noun, by an adjective, and by an adverb. Building English Sentences With One Verb concentrates on the pattern system of verbs - auxiliary and tense. The other kernel sentences (other than BE) automatically evolve from this approach. The focus in Building English Sentences With Two Verbs is on compounds - compound nouns, compound verbs, and compound kernel sentences - to generate complex sentences. Building English Sentences With Verbals provides explanation, models, and exercises on the various functions of verbals in English sentence constructions.

The format throughout the set of books is constant. The title of the exercise announces the point of the drill. A box form provides a clear, short explanation and model. Exercises with concise directions of "Change...," "Combine the sentences," "Add," "Arrange the words...," "Give," provide transformation, combination, additive, word order, and question-answer drills. The exercises are aligned neatly and clearly, with space and lines provided for written answers.

The oral and written practice provided in these books should help students internalize the system quickly. The books can be used at any level at which the particular verbs indicated come under study in the course, independent of which basic textbook is used.

Hall, Eugene J., and Farnham, Elizabeth M. SITUATIONAL REINFORCEMENT: ORIENTATION IN AMERICAN ENGLISH: WORKBOOK I, AND WORKBOOK II. Washington, D.C.: (Workbook I), 1968. (Workbook II), 1969.

FOR JUNIOR AND SENIOR HIGH SCHOOL
Pictures in these Workbooks provide the situation and the cues for questions in reinforcement of language used in ordinary situations and activities -- a classroom, transportation, a lunch counter, and a store. Space for answers is provided under each question. Workbook II has the added feature of short, reading selections, providing for practice in the four language development skills. Both books can be used at the Beginning and ESL 1 level.

Robinson, Lois. GUIDED WRITING AND FREE WRITING. New York: Harper & Row, 1967.

FOR JUNIOR AND SENIOR HIGH SCHOOL
A textbook in composition for English as a Second Language supplies a transition from spoken language to written language. Oral practices are presented. The student is then instructed to write answers to the same questions, observing the differences in the two forms of response. Each of the twelve sections in the book concentrates on a particular point of grammar. By simple instruction and practice, grammatical items are reviewed simultaneously with the establishment of concepts of paragraph content and format. Control, or guidance, is gradually relaxed until the student writes paragraphs free of control. The reference section at the back of the book gives instructions in composition format and conventions of writing. The book can be used for Advanced and ESL 2 or 3 levels.

Tate, Helen F. LET'S LEARN ENGLISH: CROSSWORDS. New York: American Book Company, 1968.

FOR SENIOR HIGH SCHOOL ONLY
Designed to accompany Let's Learn English, Books 1 and 2, these crossword puzzles review and reinforce vocabulary from those two books, while providing a different kind of activity for students.

Wishon, George E., and Burks, Julia M. LET'S WRITE ENGLISH, BOOK 1. New York: American Book Company, 1968.

FOR JUNIOR AND SENIOR HIGH SCHOOL
Book 1 is composed of twelve units which lead systematically from a review of kernel sentence patterns and sentence expansion to practice in connecting patterns to achieve sentence emphasis and clarity. Each unit emphasizes a particular sentence element, gives an explanation with examples, provides exercises for application of that item in context, and supplies directions for written practice on the point of emphasis. The book can be used for Advanced and ESL 3.

WRITING PRACTICE contd.

Wishon, George E., and Burks, Julia M. LET'S WRITE ENGLISH, BOOK 2. New York: American Book Company, 1963.

FOR JUNIOR AND SENIOR HIGH SCHOOL
Book 2, based on the foundation laid down in Book 1, guides the student, by stages, from paragraph development into writing the major prose forms, narration, description, argumentation, and exposition. The book also provides instruction and practice in summary, precis, business letters, research paper, and newspaper writing. Techniques in taking notes, making an outline, organizing a paper, and in using the library are included. The appendix contains a condensed review of parts of speech, the conventions of writing, and a list of irregular verbs. ESL 4 students could use this book.

GRAMMAR PRACTICE

Dixson, Robert J. GRADED EXERCISES IN ENGLISH. Revised edition. New York: Regents, 1959.

FOR JUNIOR AND SENIOR HIGH SCHOOL
The concentration in this book is on the verb system of the English language and on discrimination in tense usage. It includes a two-page test or review of all tenses and exercises on sequence of tenses; also exercises on other items of grammar and structure, transformations, concord, word order, and other points of English which are difficult for non-native speakers. Grammar rules and instructions are succinctly stated at the beginning of each exercise, allowing either inductive or deductive presentation. Exercises may be used either for oral work or for writing practice. Part 1 provides exercises for Beginning and ESL 1 levels. The Advance Section can be used at Intermediate and ESL 2-3 levels.

Dixson, Robert J. PRACTICE EXERCISES IN EVERYDAY ENGLISH. New York: Latin American Institute Press, 1957.

FOR JUNIOR AND SENIOR HIGH SCHOOL
Each lesson in this practice book follows a pattern: a brief explanation of grammatical point, practices exercises for that point, and word study. The lessons are on parts of speech, verb tenses, modal auxiliaries, idiomatic verb phrases, and other common trouble spots. Grammatical explanations are brief, if given at all; sometimes the directions plus a model are all that is needed. Sufficient exercises are provided, including many varieties of drill. The word studies contain noun/verb words (according to accent), affixes that form opposites or different parts of speech, common similes, homonyms, and a few well known proverbs.

The appendix contains sample conjugations of tenses in active and passive voice, the subjunctive mode, and a list of principal parts of irregular verbs. The preface carries a brief guide with suggested teaching techniques for this advanced level book.

GRAMMAR PRACTICE contd.

Dixson, Robert J. REGENTS WORKBOOK 1. New York: Regents, 1956.
REGENTS WORKBOOK 2. New York: Regents, 1956.
REGENTS WORKBOOK 3. New York: Regents, 1969.

FOR JUNIOR AND SENIOR HIGH SCHOOL
These supplementary Workbooks differ from others in this category in their format. The format of Books 1 and 2 provides a programmed learning arrangement with blanks provided in the right hand margin for answers. These books contain the additional feature of statements of "Mistakes As to the Facts." Students are to supply correct answers. Exercises called General Review are interspersed. The various exercises provide practice on transformations, idioms, and both form words and function words, for oral or written practice.

Brief grammatical explanations, given in a sentence or two, appear at the top of the page, separated from the exercise proper.

Workbook 1 for use in Beginning and ESL 1 classes; Workbook 2 for Intermediate and ESL 2 levels.

The format of Workbook 3 is somewhat different from the first two books in the group. It contains a rapid review of many items and constructions found in the other two books; but it has, in addition, a section in which punctuation and complex and compound sentences are drilled simultaneously. Some anecdotes are included for reading and comprehension check. This book is more suitable for Advanced and ESL 3 classes.

Dixson, Robert J. TESTS AND DRILLS IN ENGLISH GRAMMAR. New York: Regents, 1957.

FOR JUNIOR AND SENIOR HIGH SCHOOL
This flexible drill book may be used either as an oral practice book, as a writing workbook, or as a test book. The instructions for each drill are brief and clear. Beginning drills are very elementary, usable early in the course. The graded sequence to advanced material makes the book useful for any level with any basic textbook.

English Language Services, Inc. ENGLISH GRAMMAR EXERCISES, Books 1, 2, 3. London: Collier-Macmillan, 1965.

FOR JUNIOR AND SENIOR HIGH SCHOOL
This group of graded books provides fairly comprehensive coverage of the fundamental grammar and structure patterns of English for ESL students. Since the approach to drills is inductive, it is assumed that students have been introduced to the patterns elsewhere. A brief statement of directions and some model sentences inform students how to proceed. Ample exercises are provided for drill on each item, with additional drills supplied in the back of each book. Keys to exercises are included. These books can be used with any basic textbook.

The books lack semantic and lexical control; that is, some sentences in Book 1 have a rather heavy vocabulary load considering the simplicity of the items to be practiced. Also, some of the sentences contain vocabulary not relevant to urban situations. However, the abundance of exercises provides choice, and the book contains sufficient items and structures adequate for Beginning and ESL 1 levels.

GRAMMAR PRACTICE contd.

Book 2 contains more advanced structures and the additional feature of student-to-student practice. This book can be used for Intermediate and ESL 2 levels. Book 3 with more complex structures and sentence expansion drills provides practice for Advanced and ESL 3 and 4 levels.

Taylor, Grant. MASTERING AMERICAN ENGLISH. New York: Saxon Press, 1966.

FOR JUNIOR AND SENIOR HIGH SCHOOL
The reading lessons in this book provide material for study of items and structures in context. However, much of the content contains subject matter with adult characters and situations unlikely to interest secondary-level students, such as a highly successful retired business man, the busy business man and his daily routine and "The Home Buyers." Other materials are more suitable.

Few grammatical explanations are given in this grammar practice book. Titles of exercises act as guides. Some of the exercises contain 14 items, others as many as 54 items. The major points of grammar are covered through fill-in, transformation, and completion exercises. A distinctive feature in format for some of the practice work is the half page length exercises, separated by a heavy horizontal line, giving the impression of a shorter, less overwhelming, more managable unit. The book is for advanced students.

Wright, Audrey L. PRACTICE YOUR ENGLISH. New York: American Book Company, 1953.
FOR JUNIOR AND SENIOR HIGH SCHOOL
This book provides an intensive study of essentials of English grammar, word order, and sentence structures. Although the emphasis in this book is on conversation practice, correlated readings offer information on custome custome, geography, history, and economic life in the United States.

Lessons in the first part of the book provide vocabulary through dialogues and readings depicting the interests and the activities in daily life of a foreign student attending college in the United States. Part II offers information on geography and history through visits to various cities and descriptions of the surrounding country. The illustrated lessons are followed by exercises in conversation, vocabulary, idioms, and grammar. Grammar rules are briefly stated. This book can be used by Intermediate and Advanced and ESL 2 and 3.

READING, BEGINNING AND ESL 1

English Language Services, Inc. THE LOVE LETTER, AND OTHER STORIES. London: Collier-Macmillan, 1968.

FOR JUNIOR AND SENIOR HIGH SCHOOL
This collection of anecdotes is written within a 500-750 word vocabulary. The emphasis of the book is on vocabulary expansion. Illustrations accompany the stories as aids to comprehension. Drawings of articles of clothing and parts of the body supply practice of common, practical vocabulary items. Exercises on word opposites, words with more than one meaning, qualifying words, and principal parts of verbs provide additional practice. Keys to the exercises and a basic word list are included. The book can be used as supplementary reading practice for launched beginners and ESL 1 students.

English Language Services, Inc. THE PEOPLE SPEAK. London: Collier-Macmillan, 1964.

FOR JUNIOR AND SENIOR HIGH SCHOOL
This supplementary book contains seven easy selections of timely interest such as a television quiz program, friendly letters, an interview by a newspaper reporter, and some short stories. The vocabulary is approximately 500 words. The readings are graded, with the vocabulary and structures becoming progressively more difficult. There are some illustrations. An exercise section follows each selection with comprehension questions, verb completion, and vocabulary fill-in practice. A key to exercises is supplied. This book could be used in Beginning and ESL 1 classes after they are well along in the semester.

McGillivray, James H., and Echols, James R. PEOPLE AT WORK. New York: American Book Company, 1961.

FOR JUNIOR AND SENIOR HIGH SCHOOL
Readings, with accompanying photographs and illustrations, introduce a variety of occupations and activities and provide an overview of basic American industries and economic institutions. Each lesson is presented in two forms: a narrative form and a play form. Vocabulary load is limited to 600 words. Drills and exercises follow each lesson. This basal reader was written to accompany Let's Learn English, Book 1. It can be used just as well, after a few weeks, with any other basic textbook at this level.

Defoe, Daniel. ROBINSON CRUSOE. Adapted and retold by Frank L. Beals. Chicago: Benj. H. Sanborn & Company, 1946.

FOR JUNIOR AND SENIOR HIGH SCHOOL
Although revised, simplified, and retold (in third person), this story still retains its original flavor and high interest level. Numerous illustrations and attractively designed chapter headings help create interest and a relief from solid reading. The chapters are short, followed by a few questions and words selected for special study. A word list with definitions is supplied in the back of the book.

Dixson, Robert J. THE USA - THE LAND AND THE PEOPLE. New York: Regents, 1959.

FOR JUNIOR AND SENIOR HIGH SCHOOL
In general, this book covers the history of the United States from earliest times to the present, its geography as it related to territorial growth and expansion, and the groups of people and key men active in this growth. Descriptions of the six groups of states are organized into sections giving origins, major products, and industries. Numerous shaded detailed maps show states by groups with their major industries pictured.

Each section in the book is followed by exercises for language practice and vocabulary development. Written within a vocabulary range of 1200 words, this book provides a complex of English language study, glimpses of American development and culture, and a framework for ESL social studies classes.

Doyle, Sir Arthur Conan. CASES OF SHERLOCK HOLMES. Adapted by William Kottmeyer. St. Louis: Webster, 1947.

FOR JUNIOR AND SENIOR HIGH SCHOOL
The cases included in this collection are "The Adventures of the Speckled Band," "The Red Headed League," "The Adventures of the Six Napoleons," and "The Adventure of the Empty House." A brief biography of the author is included.

The adaptations well retain the elements of suspense and mystery, and the characterizations are well done. Controlled vocabulary and structures make the book relatively easy reading. There are a few illustrations. No exercises are provided.

English Language Services, Inc. THE ISLAND OF TRUTH. London: Collier-Macmillan, 1964.

FOR JUNIOR AND SENIOR HIGH SCHOOL
Six exciting, human interest and mystery stories by well-known authors provide supplementary reading for above average Intermediate and ESL 2 classes. The settings of the stories vary from an island in the Pacific Ocean, to New York, to England. Brief comments in the front of the book introduce the authors and their style. Vocabulary is limited to 1500 words.

English Language Services, Inc. THE SILVER ELEPHANT, AND OTHER STORIES. London: Collier-Macmillan, 1964.

FOR JUNIOR AND SENIOR HIGH SCHOOL
The seven stories in this collection present characters with ordinary personal problems resolved in unusual plots. The central figures range widely in ages. A seven-year-old boy whose inability to speak English results in a fortunate ending. A teen-age boy finds a way to please his parents and himself as well. A young man is dejected, then elated, by his choice of a present for his girl friend. A teacher finds an answer. A hero wants to be an anti-hero. A young woman finally makes her own choice about her life's work. An unusual mystery is solved.

This book with a controlled vocabulary of 700 words, some illustrations, and numerous exercises provides easy supplementary material for either classroom reading or outside reading.

Finocchiaro, Mary, and Lavenda, Violet Hach. SELECTIONS FOR DEVELOPING ENGLISH LANGUAGE SKILLS. New York: Regents, 1966.

FOR JUNIOR AND SENIOR HIGH SCHOOL
This book is a collection of paragraph length excerpts from many varied sources. The selections range widely in content from tantalizing tidbits of mystery, to glimpses of human foibles, to historical scenes - all interesting. These extracts lend themselves to development of all the language skills. Notes to the teacher contain many suggestions.

Guiler, W.S., and Coleman, J.H. READING FOR MEANING, 4 and 5. Revised by J.H. Coleman and Ann Jungblut. Chicago: Lippincott, 1962.

FOR JUNIOR AND SENIOR HIGH SCHOOL
These books are the first in a Program for Improving Reading. They contain expository reading material to develop concepts and increase power in reading by means of intensive analysis exercises. The exercises for each reading unit follow a consistent pattern of Getting Word Meanings, Choosing a Best Title, Getting the Main Idea, and Getting the Facts. A chart is included for a record of the student's score on each unit.

Hugo, Victor, LES MISERABLES. Adapted by Etta Lee. New York: Liveright, 1952.

FOR JUNIOR AND SENIOR HIGH SCHOOL
This novel has been reduced and compressed into a very small book. However, the essence of the story and the characterization of the central figure have been retained. Large print on small pages makes easy, quick reading. No exercises or illustrations are provided.

Leavell, Ullin W., and Via, Betty Davis. NEW ADVENTURES IN READING; READING ESSENTIALS SERIES. Revised edition. Austin: Steck-Vaughn, 1966.

FOR JUNIOR AND SENIOR HIGH SCHOOL
The units in this worktext contain interesting, expository material with exercises to teach fundamental elements of language structure and of reading material. The exercises deal with Interpreting Sounds of Letters, Analyzing Word Structures, Interpreting Facts, Organizing Ideas in Logical Order, Improving Dictionary Skills, Using Various Sources of Information, and Increasing Reading Rate. A Teacher's Edition is available.

Leavell, Ullin W., and Via, Betty Davis. NEW AVENUES IN READING: READING ESSENTIALS SERIES. Revised edition. Austin: Steck-Vaughn, 1966.

FOR JUNIOR AND SENIOR HIGH SCHOOL
This worktext contains units of easy reading, followed by exercises with blanks provided for answers. The exercises develop reading skills in Seeing How Words are Built, Unlocking Sounds in Words, Arranging Facts in order, Getting and Using Main Ideas, and Reading Better and Faster. A Teacher's Edition is available.

McGillivray, James H., and Echols, James R. LET'S TAKE A TRIP. New York: American Book Company, 1962.

FOR JUNIOR AND SENIOR HIGH SCHOOL
This basal reader relates the experiences of four foreign students who take a trip around the United States with an American family on vacation. They drive across the country to see favorite tourist attractions, both scenic and historic.

Each illustrated lesson is in two parts, narrative and play form. Exercises accompany each part. The 900 word vocabulary provides a reader which is usable with any basic textbook.

McGillivray, James H., and Echols, James R. TEN GREAT AMERICANS. New York: American Book Company, 1960.

FOR JUNIOR AND SENIOR HIGH SCHOOL
This reader portrays personalities whose accomplishments either helped shape the destiny of this country or enriched life with their contributions. Each unit consists of three parts: a brief biography of the person's life, a narration portraying the character and personality of the individual, and a short play which can be acted out in class. Exercises follow each part. Photographs or illustrations accompany each unit. A controlled vocabulary of approximately 1500 words provides a basal reader which is usable with any basic textbook at this level.

McGillivray, James H., and Echols, James R. TOWARD A BETTER WORLD. New York: American Book Company, 1963.

FOR JUNIOR AND SENIOR HIGH SCHOOL
This reader describes the experiences of foreign specialists who come to the United States to obtain advanced training or to make visits for observations of work in their special fields. A number of occupations, installations, and organizations are explained.

The lessons are presented in two parts, one in narrative form, the other in dialogue form. The vocabulary range is 1200 words. Exercises to develop language skills are provided. This reader can be used with any basic textbook.

READING, INTERMEDIATE AND ESL 2 contd.

Poe, Edgar Allen. THE GOLD BUG AND OTHER STORIES. Adapted by William Kottmeyer. St. Louis: Webster, 1947.

FOR JUNIOR AND SENIOR HIGH SCHOOL
The Other Stories in this collection are "Murder in the Rue Morgue" and "The Stolen Letter." An added interesting section, "Secret Messages," pictures and describes codes that have been used. Sentences and structures have been shortened and revised and vocabulary is controlled sufficiently so that Intermediate and ESL 2 students could read this book with little difficulty. Some illustrations accompany the stories, but there are no exercises.

Richards, I.A., and Gibson, Christine. ENGLISH THROUGH PICTURES, BOOK 2. New York: Washington Square Press, 1957.

FOR JUNIOR AND SENIOR HIGH SCHOOL
A variety of information is presented in this book. Illustrations and short descriptive paragraphs develop the concept of systems - respiratory, blood circulation, electricity, transportation, and automation. Graphs picture world population growth. There are some brief sketches on great men of science. Vocabulary and concepts would provide some foundation for classes in the regular curriculum.

Thomas, Eleanor, and Kelty, Mary G. HEROES, HEROINES, AND HOLIDAYS. Boston: Ginn and Company, 1952.

FOR JUNIOR AND SENIOR HIGH SCHOOLS
The title of this book is somewhat misleading, since it includes such diverse subjects as Columbus, Henry Ford and the automobile, "The Melting Pot," "Be-Kind to Animals Week," Clara Barton, several presidents, and other people and things.

The thirty-five chapters, with several sections in each chapter, make this book rather long and detailed. The book contains many colored and black-and-white illustrations. Four or five questions follow each chapter. No other exercises are provided. For ESL students, this book might possibly be used as individual reading, or excerpts might be used as supplementary material.

Warner, Gertrude Chandler. THE BOXCAR CHILDREN. Chicago: Scott, Foresman, 195

FOR JUNIOR AND SENIOR HIGH SCHOOL
The plot of this story centers around four young orphan children who go wandering to avoid living with a grandfather whom they do not know. The children find an empty, abandoned boxcar which they happily use as home. By improvising, by scavangering through a dump for utensils, by working, and by ingenuity, they manage to have bare necessities. The older boy finds enough work to supply basic food for them. All turns out well when the kind, rich grandfather locates the children and takes them home to live with him.

The book has some illustrations and a map inside the hardback cover showing the location of the boxcar and the environs. No exercises are provided. This book, written with a controlled vocabulary of 600 words, could be used for ESL.

READING, ADVANCED A, B, AND ESL 3, 4

Baldwin, Orrel T. THE STORY OF OUR AMERICA. New York: Noble and Noble, Inc., 1964.

FOR JUNIOR AND SENIOR HIGH SCHOOL
This well-illustrated text-workbook touches the highlights of United States history from the early discovery by the Vikings to the beginning of the Space Age. It presents information through the story approach woven around the life of some important person of the time.

Some controlled vocabulary and sentence structures and well separated lines and paragraphs make for ease in reading. The various kinds of exercises that accompany each lesson reinforce concepts and vocabulary. The book provides ESL students with a foundation for further social studies classes.

Chapman, Rachael L. THE USA: MEN AND MACHINES. New York: Regents, 1968.

FOR JUNIOR AND SENIOR HIGH SCHOOL
Men and Machines describes the contributions of men whose achievements ushered in the present technological, industrial, scientific era. Each lesson contains an explanation of the historical setting, the conditions, and the attitudes of the people during the life of the inventor, disclosing characteristics and traits of American culture. Illustrations of the men and their inventions, an Epilogue, and a Glossary are included. This book, written within a vocabulary range of 2400 words, contains exercises on comprehension, vocabulary, and conversation to accompany each lesson.

Croft, Kenneth. READING AND WORD STUDY. Englewood Cliffs, N.J.: Prentice-Hall, 1960.

FOR JUNIOR AND SENIOR HIGH SCHOOL
Written for students of English as a second language, this book presents ten stories adapted from minor classics of American literature. The book is composed of two parts. Part 1 presents the stories; each one is followed by multiple choice comprehension exercises based on contents of the story. Chapters in Part II correlate with the stories in Part 1 to present a systematic study of word-classifications and word-formation with exercises and drills.

The book was prepared for high intermediate level students. The book starts with a 2000-word vocabulary and gradually increases to a 4000-word vocabulary; it is, therefore, somewhat difficult for secondary level ESL students. The more capable advanced students can use it most successfully.

da Cruz, Daniel. MEN WHO MADE AMERICA: THE FOUNDERS OF A NATION. New York: Thomas Y. Crowell Company, 1962.

FOR JUNIOR AND SENIOR HIGH SCHOOLS
This collection of brief biographies spans an historical era from the discovery of America to the end of the Civil War. It introduces men who through their moral and physical courage and perseverance significantly influenced the political, legal, and economic course of American history.

The 32 sketches describe activities of discovery, persuasive writings, legal documents and decisions, political actions, revolutionary inventions, movements of expansion, early commerce and trade, and critical national decisions.

The appendix contains outline and topographical maps of the United States and a number of short statistical lists to show rate of growth of the country. Various kinds of exercises for developing language skills are included.

Dixon, Robert J. EASY READING SELECTIONS IN ENGLISH. Revised edition. New York: Regents, 1962.

FOR JUNIOR AND SENIOR HIGH SCHOOL
The selections in this book are O. Henry, "The Christmas Present," and "The Last Leaf;" Davis, "Mr. Traver's First Hunt" and "The Hungry Man Was Fed;" Hawthorne, "David Swan" and "The Great Stone Face;" Doyle, "The Society of Red-Headed Men;" and Irving, "Rip Van Winkle." The adaptations are well done; they retain the atmosphere, tension, and characterizations of the originals. Some exercises accompany each story.

English Language services. BUFFALO BILL. London: Collier-Macmillan, 1965.

FOR JUNIOR AND SENIOR HIGH SCHOOL
This account of Buffalo Bill's epic adventures in the setting of the Wild West buffalo hunts and conflicts with Indians provide a kaleidoscopic view of much of the Western Movement in American history. The documented biography supplies the historical basis from which stereotyped, colorful heroes of Western stories and movies developed.

Much of the vocabulary, approximately 2000 words, introduces information and concepts useful later in history classes. Exercises, discussion questions, and glossary reinforce learning.

English Language Services. FACT OR FICTION? London: Collier-Macmillan, 1965.

FOR JUNIOR AND SENIOR HIGH SCHOOL
These seven stories reveal human courage and resourcefulness in difficult and dangerous situations. The adventures happen in the air, on land, and at sea. Some stories are true; others are invented, but they are highly credible. A key is provided to determine which ones are fact and which ones fiction.

Sentence structures are simplified. Comprehension questions, word study exercises, glossary and notes are included. The 3000-word controlled vocabulary makes the collection more suitable for advanced students. The readings are suitable for classroom or individual reading, either intensive or extensive.

English Language Services. FOUR SHORT MYSTERIES. London: Collier-Macmillan, 1965.

FOR JUNIOR AND SENIOR HIGH SCHOOL
The introduction of this book briefly discusses earlier types of mystery and detective stories and names 19th Century authors credited with establishing the particular traditions which the stories in this collection follow.

The exciting plots and interesting characters vary widely in types. One story is of a young bank teller inadvertently caught in a theft. Another characterizes clever detection of a murder in an apparent accident. The third relates the clever logic used by a young boy in locating his father, the victim of a rogue's plot. The fourth, somewhat long, is a running, tense adventure in escaping from and exposing a gang of smugglers.

A glossary, a few illustrations, and exercises aid in explanations. A key is provided. A 2000-word controlled vocabulary is used.

English Language Services. SCENES OF AMERICA. London: Collier-Macmillan, 1968.

FOR JUNIOR AND SENIOR HIGH SCHOOL
People and places are presented in a variety of literary forms, short story, bits of autobiography, description, folk tales, and proverbs. Accounts range from an Indian story, early settlers, Johnny Appleseed, Benjamin Franklin, Mark Twain, and Booker T. Washington to descriptions of two extremes, the World's Tallest Building and the Grand Canyon. A few illustrations, various exercises, key to exercises, glossary, and notes are provided.

English Language Services. STORIES TO SURPRISE YOU. London: Collier-Macmillan, 1964.

FOR JUNIOR AND SENIOR HIGH SCHOOL
Seven entertaining stories with interesting plots and surprise endings appear in this collection. Some stories are by 19th Century authors, others by contemporary writers. Stories are abridged, sentence structures are modified, and a controlled vocabulary of 2000 words is used. Exercises, a glossary, notes, and a key to exercises are included.

English Language Services THREE DETECTIVE STORIES. London: Collier-Macmillan, 1965.

FOR JUNIOR AND SENIOR HIGH SCHOOL
Of these entertaining stories, two are by the well-known authors, Agatha Christie and Conan Doyle. The other, by Anderson, is an ingenious story of an inter-planetary jewel thief. The mystery is solved by the bird-like, Martian master detective who has the characteristics and idiosyncrasies of Sherlock Holmes.

A few illustrations, a glossary, notes, exercises, and a key to exercises are provided. A controlled vocabulary of approximately 3000 words is used.

READING, ADVANCED A, B AND ESL 3, 4 contd.

English Language Services, TWELVE FAMOUS AMERICANS. London: Collier-Macmillan, 1964.

FOR JUNIOR AND SENIOR HIGH SCHOOL
The brief biographies of men and women selected for this collection represent a wide variety of professions and achievements in science, industry, the arts, public service, and sports. All these figures received international recognition for their contributions in their particular field. Together, their lives span the eras of American national development.

Much information and many concepts are presented within a 3000 word vocabulary. Exercises, a key to exercises, a glossary, notes, and illustrations are included.

English Language Services. THE VANISHING LADY, AND OTHER STORIES. London: Collier-Macmillan, 1964.

FOR JUNIOR AND SENIOR HIGH SCHOOL
These seven stories present contrasts in setting, character, and style. The locales range from the sea, space, the old west, a European city, to a New England village. The protagonists include a bad-luck seaman, a talking ghost, an unfortunate lady who vanishes but reappears, a loquacious country fellow who deceives a naive city lawyer, and a remarkable space traveler whose tale is discredited.

A few illustrations, controlled sentence structures, a 3000 word vocabulary, and a glossary help interpret these adapted stories, making them fairly easy reading. Comprehension tests, word study, and vocabulary building exercises are supplied. A key to the exercises is provided.

Guiler, W.S. and Coleman, J.H. READING FOR MEANING, 6. (revised by W.S. Guiler, and Ann Jungblut). Philadelphia: Lippincott, 1962.

FOR JUNIOR AND SENIOR HIGH SCHOOL
Book 6 of the series of Reading for Meaning follows the format of intensive reading for getting word meanings, best title, main idea, facts, outline, and drawing conclusions as Books 4, 5. (See Reading for Meaning, 4, 5 in section, Reading, Intermediate and ESL 2).

Guiler, W.S. and Coleman, J.H. READING FOR MEANING, 7, 8, 9. (Revised by W.S. Guiler and Ann Jungblut). Chicago: Lippincott, 1965.
Guiler, W.S. and Coleman, J.H. READING FOR MEANING, 10, 11, 12. (Revised edition). 1965.

FOR JUNIOR AND SENIOR HIGH SCHOOL
These graded, sequenced books, 7-12, follow the same format as the preceding books in the Reading For Meaning series. They may be located by cross filing in the List of Authorized Textbooks.

Heffernan, Helen, Richards, Irmagarde, and Salisbury, Alice. DESERT TREASURE. (Fourth edition). San Francisco: Harr Wagner, 1966.

FOR JUNIOR AND SENIOR HIGH SCHOOL
A one hundred page adventure story of two teen-age boys on a ranch in the Mojave Desert develops into a conglomeration of finding their grandfather's lost gold mine, solving a smuggling activity, building a dune buggy, flying an airplane, and visiting a ghost town. Stock characters are ranch hands,

a Chinese cook, and an Indian friend. All the West is here in rapid action.

Following the story, there are seventy pages of a kind of social studies plus desert nature-study with photographs. Exercises that accompany the chapters are more suitable for native English speakers than for ESL pupils.

Heffernan, Helen, Crenshaw, Miriam, and Merritt, Aline. THE MYSTERIOUS SWAMP RIDER. (Third edition). San Francisco: Harr Wagner, 1965.

FOR JUNIOR AND SENIOR HIGH SCHOOL
The setting of this story is in Virginia at the time of the American Revolution. The plot centers around a mysterious man considered by some to be an outlaw, even a traitor, since he serves under no country's flag, neither the American nor the British. Canolles is a member of a famous family, but because of a conflict of loyalties, he chooses to fight under the flag of Virginia as long as British troops are on Virginia soil. Canolles and his followers, establish secret headquarters on an island in a swamp. From there they harass British troops and gain information on British troop movements, which they relay to American soldiers. The end of the war is in sight. Canolles disbands his followers who join the American Army. The mystery unravels. Canolles is recognized as an heroic man, and everything turns out well, including the romances that have developed.

A social studies section follows, telling about transportation, farming, food, etc., at the time of the story. Some exercises, illustrations, and a dictionary section are included. The involved details and the length of the book itself makes the book difficult reading of uncertain value for ESL pupils.

Keller, Helen. THE STORY OF MY LIFE. Adapted by English Language Services. London: Collier-Macmillan, 1964.

FOR JUNIOR AND SENIOR HIGH SCHOOL
This simplified autobiography of an intelligent, persevering, cruelly handicapped person retains the spirit of enthusiasm and love of life of this remarkable woman. A controlled vocabulary of about 2000 words is used. Exercises, a glossary, and a key are included.

Kurilecz, Margaret. MAN AND HIS WORLD: A STRUCTURED READER. New York: Thomas Y. Crowell, 1969.

FOR JUNIOR AND SENIOR HIGH SCHOOL
This book creates a sense of dignity, respect, and unity of mankind. It presents a long broad view of man in his gradual progress from his beginning to some of his individual materialistic and humanistic achievements in the 20th Century.

The chapters, "The Races of Man," "Man and Geography," "Man and His Work," "Man and His Language," "Albert Schweitzer," "Man and His Material Progress," "Leonardo da Vinci," "Man and Government," and "Dag Hammarskjold," mark milestones in man's achievements.

Leavell, Ullin W., and Via, Betty Davis. NEW JOURNEYS IN READING. The Reading Essentials Series. (Revised edition). Austin: Steck-Vaughn, 1966.

The units in these books provide short, informative reading selections followed by exercises on word study, affixes, sounds of letters, accents, homonyms, synonyms, matching ideas, and organizing ideas and materials. This book is written for students of slightly higher ability than the other books in the Reading Essentials Series. A Teacher's Edition is available.

McGillivray, James H., and Szokoli, Helen A. LIFE WITH THE TAYLORS. New York: American Book Company, 1966.

FOR JUNIOR AND SENIOR HIGH SCHOOL
The lessons in this reader relate the daily activities and incidents in the life of a typical American family throughout a year's time. The parents and their three children are preoccupied with routine household affairs, work, play, school activities, vacations, holidays, and friendships. The situations provide much functional vocabulary and disclose many American habits and customs as well. Each of the twenty lessons is followed by many, varied exercises to develop facility in the language. A review lesson follows each five lessons.

Taylor, Grant. AMERICAN ENGLISH READER. Saxon Series in English as a Second Language. New York: McGraw-Hill, 1960.

FOR JUNIOR AND SENIOR HIGH SCHOOL
This reader, designed for intensive reading, contains solid, expository selections from various eras of American history. They include an account of the Spanish exploration party of which Cabeza De Vaca was the most famous survivor, The First Thanksgiving, The Legend of Sleepy Hollow, The Louisiana Purchase, The Lewis and Clark expedition, Johnny Appleseed, Mark Twain, Thomas Edison, Booker T. Washington, early aviation, Samuel P. Langley and the Wright Brothers, the crash of the dirigible, and Lindberg's famous flight.

Each chapter is followed by a question-answer exercise containing from 50 to 160 questions based on the reading. Additional exercises present word form charts and practice, sentence completion, and examples of form words in sentences. The choice of subject matter, the style of writing, and the intensity of the exercises make this book suitable for advanced ESL 4.

Thomas, Elva Flanders, and Hotchkiss, Lois Eross. CALIFORNIA THEN AND NOW. New York: Oxford Book Company, 1969.

FOR JUNIOR AND SENIOR HIGH SCHOOL
Material in this book is presented in a series of short narrative passages about a recently arrived immigrant and his concerns in his new environment. The first portions are about finding a place to live, family, work, and getting a driver's license. Subsequent units survey the history of California, its government, geography, and scenic spots. Excellent photographs and maps are included. Vocabulary and exercises accompany the units.

READING, ADVANCED A, B AND ESL 3, 4 contd.

Wister, Owen. THE VIRGINIAN. Adapted by English Language Services, London: Collier-Macmillan, 1964.

FOR JUNIOR AND SENIOR HICH SCHOOL
This well-known, long-popular Western fiction has been adapted within a 3000-word vocabulary. A glossary and exercises are provided.

Withers, Sara. THE UNITED NATIONS IN ACTION. A Structured Reader. New York: Thomas Y Crowell Company, 1969.

FOR JUNIOR AND SENIOR HIGH SCHOOL
This book develops the concept of a global concern for humanity. The introductory chapter describes the inception of the United Nations, its purpose, and its related social agencies. Subsequent chapters give a story account of those agencies at work, solving a few problems in particular situations. This interesting, well-written, well-organized book has numerous accompanying exercises to provide for language skills development.

LIMITED SUPPLY

Books in this classification vary in level of difficulty from the books in other categories. Selections here are to provide for individual differences among students. It is urged that not more than 3 or 4 copies of any book in this group be placed in a classroom.

Green, Reva, et al. YOU, YOUR JOB . . . AND CHANGE. New York: Oxford Book Company, 1968.

FOR JUNIOR AND SENIOR HIGH SCHOOL
Simply written in short, direct sentences, this book deals with three aspects of a job: knowing about yourself - personality, aptitudes, abilities, and physical appearance; getting a job - employment agencies, interviews, tests, what the employer can expect from you, and what you can expect from the employer; and the changes today - in industry, in automation, and in society. Sometimes changes in self and skills are needed.

The cartoon-like illustrations help interpret the points of instruction. The book presents a great deal of pertinent information. It is recommended as supplementary reading for students interested in the subject. The reading level is high Intermediate and ESL 2-3.

Kittle, Ruth. HANDWRITING FOR STUDENTS OF ENGLISH AS A SECOND LANGUAGE. New York: American Book Company, 1966.

FOR JUNIOR AND SENIOR HIGH SCHOOL
Cursive writing is taught through a method of stroke and count. Small numbers are placed to show the direction of the strokes. Letters with accompanying numbers provide models for the exercises. Individual letters, letters combined into words, and words in sentences form a unit.

This book supplies guidance in skill-development for students who have had no background in language. The material is presented in graphic form.

Kottmeyer, William, and Ware, Kay. THE MAGIC WORLD OF DR. SPELLO. St. Louis: Webster, 1963.

FOR JUNIOR AND SENIOR HIGH SCHOOL
This is a colorful, well-illustrated book in which pictures are correlated with sounds in words. It begins with learning to hear the vowel and consonant sounds and letters that work together. It proceeds to syllables, words, affixes, and accents. Diacritical markings, silent letters, and change of vowel sounds are noted.

This book would be helpful for those students who speak English but are untrained in reading. This book may be located by cross reference in the List of Authorized Textbooks.

LIMITED SUPPLY contd.

Praninskas, Jean. RAPID REVIEW OF ENGLISH GRAMMAR. Edgewood Cliffs, N.J.: Prentice-Hall, 1957.

FOR JUNIOR AND SENIOR HIGH SCHOOL
This integrated course was designed as a remedial text to improve control of basic word-order patterns, various kinds of sentences, and more complex structures which show relationships between ideas. Grammar rules are stated in rather long explanations. Models of sentence patterns are enclosed in boxes with parts of speech and functions of words named. Reading exercises of various lengths are provided to give examples of items and structures in context. Numerous drills, exercises, and writing assignments are supplied. This text is for individual advanced students who need and want more difficult practice material for mastery of the language. However, this book is not a complete grammar, nor is any such claim made for it.